

CIVIL PROCEDURE

Law 5406/10681—Section A

Fall 2026

Professor: Andrew Lanham

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GENERAL COURSE INFORMATION

Meeting Times

1:00pm–2:30pm, Tues./Wed./Thurs., Room 220

Course Materials

The primary text for our course is WILLIAM H.J. HUBBARD, CIVIL PROCEDURE: AN INTEGRATED APPROACH (1st edition, 2021). You may use either the hard copy or the electronic version of this casebook, though for ease of reference during class sessions, students tend to find that the hard copy is easier to use. I will also provide various supplemental materials via our Canvas site online. (If for some reason your copy of the casebook is late to arrive, the publisher provides free access to the ebook version of our casebook from August 18 through September 8, after creating an account at: <https://eproducts.westacademic.com/>)

We will also routinely look closely at particular rules in the Federal Rules of Civil Procedure. All of the relevant Rules are reproduced in the HUBBARD casebook, so the casebook is all that you need. You may, however, find it useful to look at a copy of the Rules all in one place. There are various print versions of the Rules that can be purchased, if you choose, and the U.S. Courts provide a free, complete PDF copy here: <https://www.uscourts.gov/forms-rules/current-rules-practice-procedure/federal-rules-civil-procedure>.

Course Overview & Learning Goals

Without further ado, welcome to Civil Procedure! I very much look forward to working with you this semester as we learn procedural law.

First, what is procedure? Imagine that someone sues you, asking for a million dollars, and you go to court. The judge flips a coin and says, “It was tails, so you win.” You might very much like the *substantive outcome* of the lawsuit—after all, you won. But you might be very worried about the *process* that the judge used to decide on that outcome: Flipping a coin is arbitrary, and it isn’t a particularly accurate way to determine, based on the actual facts of the case, whether you rightly

owe someone a million dollars. You might prefer a more fair, accurate, and predictable process for resolving legal cases. Procedural law is about those processes: What procedures govern how our civil litigation system works? This semester, we will be learning those procedures in depth.

Procedural law is a complex and interesting field. We will learn procedural rules by reading a mix of legal cases from our casebook and the Federal Rules of Civil Procedure, which are the official rules that govern civil litigation in the federal courts. We will also practice applying those procedural rules to hypothetical cases in a series of exercises throughout the semester. Procedural law is important because no matter what area of law you ultimately go on to practice in your careers, it's crucial to know how courts resolve cases, and this class will introduce you to that litigation process. There will undoubtedly be times when you find a particular legal concept or a case that we're reading to be quite tricky. That's natural! But if you stick with it, this class will teach you to think like a lawyer about the practical steps involved in each legal dispute.

In terms of specific learning goals, by the end of this course, you will be able to: (1) identify, articulate, and apply the procedural rules that govern civil litigation throughout the lifecycle of a civil case, especially in the federal court system, drawing on, among other sources, the Federal Rules of Civil Procedure, relevant provisions of federal statutes and the U.S. Constitution, and relevant case law and doctrines; (2) reason strategically about how to navigate the civil litigation system in order to represent clients effectively; and (3) think normatively about the fairness, efficacy, efficiency, and justice of particular procedural rules, as well as the civil litigation system more generally.

Office Hours

I will hold drop-in office hours on **Thursdays from 4:00pm–6:00pm** in my office, 430N. You are very, very, very welcome to drop by during that time. I am also happy to correspond by email, or, if needed, to set up an alternative meeting time by appointment.

Tutors

We will have seven terrific Tutors this semester, who will hold office hours, host review sessions, and be available to provide feedback on exercises throughout the semester. They are:

TBA

Preparation and Classroom Logistics

The success of this class—and your own growth as a legal thinker throughout the semester—depends on everyone's good-faith efforts to prepare for each class session. Each assignment for this class will require close reading, and it will therefore take significant time for you to complete. Reading legal cases and the Federal Rules, especially at the very beginning of your

law school careers, will involve encountering lots of new terminology, concepts, and writing styles. So make sure to budget sufficient time to read assignments carefully, including looking up unfamiliar terms and taking notes.

Note as well that attendance is required (the Law Center's policy is a minimum of 80% attendance for the semester's classes). I will take attendance for each class through an online system, in which you will sign in with a passcode for each class. Students who do not sign in are deemed absent. Due to administrative requirements, excessive absences may render you ineligible to receive credit for the course.

During class, we will use a number of different methods to engage with procedural law. Much of the time, we will be carefully examining the cases that you have read for that class session. That will involve me calling on students to discuss the case—including by detailing the facts of the case, its “procedural posture” (i.e., what stage of litigation the case is at), the outcome of the case, and the court's reasoning about why that is the proper outcome. For such discussions, I will ask for volunteers during the first week of class, but after that, I will organize you into “on-call panels” and provide a schedule of which panel is “on-call” for each class session. In addition, I will routinely ask general questions to the class as a whole; give short lectures; ask you to work in small groups; have you write short answers to practice problems; and employ other in-class activities to help us think through legal concepts and apply legal rules to hypothetical cases. You should feel free to raise your hand and ask questions at any point. I also typically teach with slides, and I will post my slide deck on Canvas after each class.

In terms of classroom conduct, you are now entering the legal profession, which values professionalism and respectful conduct and communication—including respectful disagreement. Moreover, our classroom is a learning space intended to welcome every student and provide you all with the tools and opportunities to participate and grow as legal thinkers. Consequently, during class discussions, I ask that you be respectful and civil to each other; I encourage you to speak up and share your views throughout the semester; and, when you disagree, I ask that you express disagreement in the manner in which you would argue before a judge in a formal courtroom setting, i.e., with professionalism.

Assessment

Your grade will be based on three things: (A) a graded midterm exam, worth approximately 10% of the final grade; (B) a graded final exam, worth approximately 90% of the final grade; and, in addition, (C) participation and formative assessments, insofar as repeated unpreparedness for class or a failure to complete formative assessments will negatively affect your grade.

To provide more specific details for each component:

(A) Midterm: We will have a graded, one-hour midterm exam during our regular class period on

[date TBA]. We will discuss the format and how to prepare in advance of the midterm exam.

(B) Final: Our final exam is scheduled for [date TBA] (but please check the official UHLC exam schedule to confirm, at [link TBA]). We will discuss the format in advance of the final exam.

(C) Participation and Formative Assessments: We will also have a number of ungraded assignments throughout the semester, which are designed to provide you with opportunities to practice applying the material that you are learning. You are required to complete these assignments—i.e., they are graded for completion only. Failure to complete these assignments, or repeated unpreparedness for class, will negatively impact your final grade by up to one-third of a letter grade. We will have two kinds of formative assignments:

(1) Each week, there will be a set of multiple-choice questions posted on Canvas (to be posted Thursday afternoons), which you **must complete by 9pm on Sunday** of that week. These question sets will allow you to practice answering multiple-choice questions, and will provide an opportunity to review that week’s material.

(2) In addition, we will have three short written assignments over the course of the semester, to serve as practice for exam-style essay questions. We will go over these written essay assignments in class after you have completed them, and you are also free to discuss them with your Tutors. Subject to the rules explained in the Artificial Intelligence section below, you may not use AI-generated text for these written assignments, because the goal is for you to practice employing the concepts you are learning.

As already discussed, class preparation is essential for learning, and so is participation during class sessions. Therefore, if your panel is “on-call” but, for any reason, you are not prepared for class, **please let me know before class by email**. I recognize that life happens, so one or two unprepared days are acceptable. But persistent unpreparedness will negatively affect your grade.

Honor Code

The [UHLC Honor Code](#) applies to all aspects of this course. You are responsible for knowing all Honor Code provisions and for complying with the Honor Code. Please inquire if you have any questions regarding how the Honor Code’s provisions apply to specific activities or situations related to this course. Your continuing enrollment in this course is deemed to be a pledge by you under the Honor Code to comply with the Honor Code in relation to this course and to comply with the instructions in the course syllabus.

Artificial Intelligence

Generative artificial intelligence is a form of machine learning that creates new and original output based on the data it has been trained on, in response to prompts. Examples include

generative “large language models” (LLMs), such as ChatGPT. LLM output can include text, images, music, code, and more. This syllabus policy covers the textual output of generative LLMs (AI-Generated Text). Because AI-Generated Text can often mimic human intelligence, it could potentially be used as a substitute for a student’s own work product. Such use is potentially problematic to the extent that it becomes a substitute for internalized student understanding of the material or creates a dependency on AI-Generated Text, which may be strictly prohibited in settings that include the bar examination.

Therefore, subject to the exceptions immediately below, your continuing enrollment in this course constitutes your pledge not to generate or to use any AI-Generated Text—whether from yourself or others—in relation to any assessment in this course. The term “assessment” means *any graded or ungraded work product for this course that is submitted to the instructor, presented in a class session, or used in an oral or written graded assessment for this course.*

The following AI-Generated Text uses are narrowly defined exceptions to the preceding prohibition:

- You may generate and use AI-Generated Text for class preparation, although you must disclose the full extent of that use if I ask. You may generate and use AI-Generated Text for study supplements to aid with general understanding of course content. This could take different forms that include creating examples or explanations of a concept, generating diagrams and flow charts, “gamifying” course content, creating flash cards for study, or creating sample questions and answers.
- You may generate and use AI-Generated Text for an outline that summarizes the course content.
- You may use AI-Generated Text for the purpose of language translation.

Use of Computers and Other Electronics in Class

Out of respect for other students and the classroom environment, during class sessions computers should be used only for the purposes of accessing the electronic casebook or taking notes. This prohibits computer use for internet surfing, chat rooms, e-mail, or other uses not related to the casebook or note-taking for class. I reserve the right to treat violations of this policy as either a lack of preparation, a constructive lack of attendance, or, in appropriate circumstances, as a disruption of the class. In addition, during class please disable the speaker on your computer and refrain from displaying wallpaper, screen savers, or other material on your laptop computer screen that can reasonably be expected to offend or distract your classmates. Also, please ensure that all other noise-making electronics, such as watches, cell phones, etc., are silenced.

READING SCHEDULE

The full schedule of assigned readings for the semester begins on the following page. Readings

from the HUBBARD casebook will be listed with their page numbers—i.e., if you just see a page number in the reading schedule, it refers to the Hubbard casebook. Any other required materials, which will be provided via Canvas, will be noted on the reading schedule as such.

All readings are required. The exam will test the content covered in classroom sessions and the required readings.

Note as well that the following is the planned reading schedule for the class. But syllabi are living documents, and I may make adjustments as the semester proceeds. I will announce any changes as quickly as possible, both in class and by email.

I. Introduction to Civil Procedure and the Right to Due Process

Class	Topic	Reading	Pages
Class 1 8/25	What Is Civil Procedure?	- <i>Anonymous Physician v. Winger</i> (please read carefully, take notes, and come to class prepared to discuss the case) -HUBBARD casebook introduction to the courts and civil procedure (there is no need to memorize this material, the goal of these pages is simply to begin introducing the issues we will cover throughout the semester)	Canvas (3 pages) 3–6; 45–54
Class 2 8/26	Preliminary Relief; Notice	- <i>Winter v. NRDC</i> -Rule 65 -U.S. Const., Amend. V; Amend. XIV, § 1 - <i>Mullane v. Central Hanover Bank</i>	29–44 104–05 79 119–28
Class 3 8/27	Notice	- <i>Greene v. Lindsey</i> - <i>Jones v. Flowers</i> -Rule 4	130–35 136–45 154–55
		No class on September 1	
Class 4 9/2	Opportunity to Be Heard	- <i>Fuentes v. Shevin</i> - <i>Connecticut v. Doehr</i>	82–95 96–101

II. Defining the Dispute: Pleadings and the Pleading Standard

Class 5 9/3	Early Pleading Regimes—i.e., How to Begin a Lawsuit	-Noll, <i>A Reader's Guide to Pre-Modern Procedure</i> (read Noll for background) -Note on Code Pleading -Rules 2, 3, 7, and 8 - <i>Dioguardi v. Durning</i> - <i>Conley v. Gibson</i>	162–70 173–74 175–77 182–84 186–90
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Class 6 9/8	The <i>Twombly</i> and <i>Iqbal</i> Standard	- <i>Bell Atlantic Corp. v. Twombly</i> - <i>Ashcroft v. Iqbal</i>	192–205 207–19
Class 7 9/9	Pleading after <i>Twombly</i> and <i>Iqbal</i>	- <i>Johnson v. City of Shelby</i> - <i>In re Text Messaging Antitrust Litigation</i> - <i>Swanson v. Citibank</i>	221–22 224–27 228–38
Class 8 9/10	Pleading in the Alternative; Rule 11 Sanctions	- <i>Beyond Plausibility</i> -Rule 8(d) - <i>McCormick v. Kopmann</i> -Rule 11 - <i>Brown v. Ameriprise Financial Servs., Inc.</i> - <i>Introductory Note on Heightened Pleading</i> Practice Problem 1 will be distributed	251 252–53 254–58 259–61 262–70 271–72 Canvas/email
Class 9 9/15	Responding to the Complaint; Amendment	- <i>Answer</i> -Rule 8 -Rule 12 - <i>Bowers v. Mortgage Elec. Registration Systems</i> - <i>Perez v. Gordon & Wong Law Group</i> -Rule 15 - <i>Global Tech. & Trading v. Tech Mahindra</i> - <i>Beeck v. Aquaslide’N’Dive Corp.</i>	280–81 281–82 283–86 288–91 292–95 297–98 299–302 302–06

III. Discovery

Class 10 9/16	The Rules Framework for Discovery	-Rules 26, 30, and 33–37 (read only the Rules) - <i>Mancia v. Mayflower Textile Servs. Co.</i>	319–46 348–60
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Class 11 9/17	Privilege & Work Product	- <i>SodexoMagic, LLC v. Drexel University</i> - <i>Uphjohn Co. v. United States</i> - <i>Hickman v. Taylor</i>	385–89 390–96 398–409
9/19	5:00pm	Practice Problem 1 due	Canvas
Class 12 9/22	Privilege & Work Product	-Rule 26(b) -Rule of Evidence 502 - <i>In re Abilify Products Liability Litig.</i> - <i>Note on Privilege Logs, Redaction, and the Crime-Fraud Exception</i>	411–12 431–32 419–29 433–36

IV. Summary Judgment & Adjudication Without Trial

Class 13 9/23	Summary Judgment	- <i>Summary Judgement</i> note and Rule 56 - <i>Introductory Note on the Celotex Trilogy</i> - <i>Introductory Note to Celotex v. Catrett</i> - <i>Celotex Corp. v. Catrett</i>	563–64 578–81 582–83 584–90
Class 14 9/24	Summary Judgment; Other Pre-Trial Dispositions	- <i>Scott v. Harris</i> - <i>Tolan v. Cotton</i> -Introductory Note on Default Judgment; Rules 41, 54(c), 55, and 60	613–21 Canvas 309–13

V. Trial

Class 15 9/29	Trial by Jury	-U.S. Constitution Amend. VII; Rules 38 and 39 - <i>Curtis v. Loether</i> - <i>Chauffeurs, Teamsters, and Helpers v. Terry</i> - <i>Colgrove v. Battin</i> -Rule 48 -Rule 47 and 28 U.S.C. § 1870	474–77 480–84 484–91 511–18 521–22 536–37
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Class 16 Part 1 9/30	Taking the Case from the Jury	-Rule 50	627–28
		-Rule 59	630
		-Rule 61	634
		- <i>Neely v. Martin K. Eby Constr. Co.</i>	637–42

VI. Finality & Appeal

Class 16 Part 2 9/30	Finality	-28 U.S.C. § 1291	669
		-Rule 54(b)	676
		-28 U.S.C. § 1292(a)–(b)	677
		- <i>Liberty Mut. Ins. Co. v. Wetzel</i>	678–82
Class 17 10/1	Collateral Order Doctrine	- <i>Cohen v. Beneficial Indus. Loan Corp.</i>	685–87
		- <i>Mohawk Industries v. Carpenter</i>	688–98
		- <i>Microsoft I and Microsoft II</i>	701–04
Class 18 10/6	Midterm Exam	The midterm will cover all material through 10/1; we will discuss the format in advance	10:30–11:30, in-class

VII. Settlement & Alternative Dispute Resolution (ADR)

Class 19 10/7	Settlement & ADR	-Settlement and ADR	1307–20
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VIII. The Effects of Judgment: Joinder & Preclusion

Class 20 10/8	Preclusion	- <i>Res Judicata</i>	735–38
		- <i>Rose v. Board of Election Commissioners</i>	738–42
		- <i>Rush v. City of Maple Heights</i>	744–51
		- <i>Cromwell v. County of Sac</i>	754–57

Class 21 10/13	Preclusion; Joinder	- <i>Bernhard v. Bank of America</i>	759–63
		- <i>Parklane Hosiery Co. v. Shore</i>	768–73
		-introductory notes on Joinder, Rules 13, 14, 18, 19, 20, 21, and 24	712–21
		- <i>Breaking Glass Pictures v. Does 1–188</i>	729–32
Class 22 Part 1 10/14	Preclusion & Representation	- <i>Preclusion and Representation</i>	775
		- <i>Taylor v. Sturgell</i>	776–87
		- <i>Hansberry v. Lee</i>	789–94

IX. Class Action Litigation

Class 22 Part 2 10/14	Class Actions	-Rule 23 (we will begin going over Rule 23 in this class, and continue in the following class)	802–10
Class 23 10/15	Class Actions	- <i>In re Whirlpool Corp.</i>	812–24
		- <i>Wal-Mart Stores v. Dukes</i>	830–50
		Practice Problem 2 will be distributed	Canvas

X. Subject Matter Jurisdiction

		No class on October 20	
Class 24 10/21	Introduction to Subject Matter Jurisdiction; Diversity Jurisdiction	-U.S. Constitution Article III	860–63
		-28 U.S.C. §§ 1331, 1332	863–64
		- <i>Strawbridge v. Curtiss</i>	872
		- <i>ConnectU LLC v. Zuckerberg</i>	877–83
		- <i>Ceglia v. Zuckerberg</i>	885–89

Class 25 10/22	Diversity Jurisdiction	- <i>Hertz Corp. v. Friend</i> - <i>Lincoln Benefit Life Co. v. AEI Life, LLC</i> - <i>A.F.A. Tours v. Whitchurch</i> - <i>Freeland v. Liberty Mutual Fire Ins. Co.</i>	892–900 902–10 912–18 919–22
10/26	5:00pm	Practice Problem 2 due	Canvas
Class 26 10/27	Federal Question Jurisdiction	-Introductory Note to <i>Osborn</i> , plus all of <i>Osborn v. Bank of the United States</i> - <i>Louisville & Nashville Railroad Co. v. Mottley</i> - <i>Gunn v. Minton</i>	925–32 934–36 947–55
Class 27 10/28	Supplemental Jurisdiction	-28 U.S.C. § 1367 - <i>Exxon Mobil v. Allapattah Services</i>	956–57 962–80
Class 28 10/29	Removal	-28 U.S.C. §§ 1441, 1446, 1447 - <i>St. Paul Mercury Indemnity v. Red Cab Co.</i>	984–90 992–97
Class 29 11/3	Removal	- <i>Caterpillar Inc. v. Lewis</i> - <i>Grupo Dataflux v. Atlas Global Group</i>	998–1004 1005–13

XI. Personal Jurisdiction

Class 30 11/4	Historical Development of the Doctrine	-Introduction to Personal Jurisdiction - <i>Pennoyer v. Neff</i> - <i>Hess v. Pawloski</i> - <i>International Shoe Co. v. Washington</i>	1017–19 1019–26 1029–31 1034–39
Class 31 11/5	Specific Jurisdiction	- <i>Note on Long-Arm Statutes</i> - <i>World-Wide Volkswagen Corp. v. Woodson</i> - <i>J. McIntyre Machinery, Ltd. V. Nicastro</i>	1041–42 1043–54 1059–73

Class 32 11/10	Specific & General Jurisdiction	- <i>Walden v. Fiore</i> -General Jurisdiction - <i>Burnham v. Superior Court of California</i> - <i>Goodyear Dunlop Tires Operations v. Brown</i>	1082–89 1091–92 1092–1104 1107–12
Class 33 11/11	Specific & General Jurisdiction	- <i>Daimler AG v. Bauman</i> - <i>be2 LLC v. Ivanov</i> - <i>Mallory v. Norfolk Southern</i> Practice Problem 3 will be distributed	1114–22 1123–27 Canvas Canvas

XII. Venue

Class 34 11/12	Venue; Transfer	-Venue and Transfer; 28 U.S.C. §§ 1390, 1391 - <i>Gulf Oil Corp. v. Gilbert</i> -28 U.S.C. §§ 1404, 1406 - <i>Piper Aircraft Co. v. Reyno</i>	1167–69 1171–77 1177–78 1180–90
11/16	5:00pm	Practice Problem 3 due	Canvas

XIII. Choice of Law & the *Erie* Problem

Class 35 11/17	The <i>Erie</i> Problem	-Introductory notes on <i>The Erie Problem; A Brooding Omnipresence</i> - <i>Swift v. Tyson</i> - <i>Erie Railroad Co. v. Tompkins</i>	1205–09 1209–13 1214–24
Class 36 11/18	<i>Erie's</i> Progeny	- <i>An Irrepressible Myth</i> - <i>Ruhlin v. New York Life Insurance</i> - <i>Sibbach v. Wilson & Co.</i> -Rules Enabling Act (28 U.S.C. 2072) - <i>Cohen v. Beneficial Indus. Loan Corp.</i>	1232–34 1235–36 1248–53 1253–54 1256–63

Class 37 11/19	<i>Erie's Progeny</i>	- <i>Hanna v. Plumer</i> - <i>Postscript on Erie and Horizontal Choice of Law</i>	1264–73 1301–03
Review 11/24	Review Session	-Format to be announced in advance	
Buffer 11/25 12/1			

Optional Supplemental Study Aids

The only readings you need to do for this class are the assigned readings from the HUBBARD casebook and any additional readings I provide, as noted in the reading schedule above. The exam will test *only* the content covered in classroom lectures and discussions and the required readings for this course. That said, some students find it useful to employ either study aids or treatises (often called “hornbooks”). If you choose to use such additional materials, please bear in mind that the law is always changing and, moreover, different authors may have quite different views about the correct way to describe current law—and where their views differ from mine, remember that I will be the one creating and then grading your exam. Bear in mind as well that not all such texts are of particularly high quality. If you do choose to use such supplemental explanations of the material, three possible texts that I can recommend are JOSEPH W. GLANNON, *EXAMPLES AND EXPLANATIONS FOR CIVIL PROCEDURE* (9th ed. 2023); FRIEDENTHAL, KANE, MILLER, AND STEINMAN’S *CIVIL PROCEDURE, HORNBOOK SERIES* (6th ed. 2021); and CHARLES ALAN WRIGHT & ARTHUR R. MILLER, *FEDERAL PRACTICE AND PROCEDURE* (available on Westlaw).

GENERAL UNIVERSITY OF HOUSTON POLICY INFORMATION

In addition to the course-specific information above, the University also wants you to have the following general information about resources and policies at UH.

A. Mental Health and Wellness Resources

The University of Houston has a number of resources to support students’ mental health and overall wellness, including CoogsCARE and the UH Go App. UH Counseling and Psychological Services (CAPS) offers 24/7 mental health support for all students, addressing various concerns like stress, college adjustment and sadness. CAPS provides individual and couples counseling, group therapy, workshops and connections to other support services on and off-campus. For

assistance visit uh.edu/caps, call 713-743-5454, or visit a Let's Talk location in-person or virtually. Let's Talk are daily, informal confidential consultations with CAPS therapists where no appointment or paperwork is needed.

Need Support Now? - If you or someone you know is struggling or in crisis, help is available. Call CAPS crisis support 24/7 at 713-743-5454, or the National Suicide and Crisis Lifeline: call or text 988, or chat 988lifeline.org.

B. Title IX/Sexual Misconduct

Per the UHS Sexual Misconduct Policy, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

C. Reasonable Academic Adjustments/Auxiliary Aids

The University of Houston is committed to providing an academic environment and educational programs that are accessible for its students. Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the Justin Dart, Jr. Student Accessibility Center (Dart Center) to learn more about academic accommodations and support that may be available to them. Students seeking academic accommodations will need to register with the Dart Center as soon as possible to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/> calling (713) 743-5400, or emailing jdcenter@Central.UH.EDU.

The Student Health Center offers a Psychiatry Clinic for enrolled UH students. Call 713-743-5149 during clinic hours, Monday through Friday 8 a.m. - 4:30 p.m. to schedule an appointment.

The A.D. Bruce Religion Center offers spiritual support and a variety of programs centered on well-being.

The Center for Student Advocacy and Community (CSAC) is where you can go if you need help but don't know where to start. CSAC is a “home away from home” and serves as a resource hub to help you get the resources needed to support academic and personal success. Through our Cougar Cupboard, all students can get up to 30 lbs of FREE groceries a week. Additionally, we provide 1:1 appointments to get you connected to on- and off-campus resources related to essential needs, safety and advocacy, and more. The Cougar Closet is a registered student organization advised by our office and offers free clothes to students so that all Coogs can feel good in their fit. We also host a series of cultural and community-based events that fosters social connection and helps the cougar community come closer together. Visit the CSAC homepage or follow us on Instagram: [@uh_CSAC](https://www.instagram.com/uh_CSAC) and [@uhcupbrd](https://www.instagram.com/uhcupbrd). YOU belong here.

D. Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the Justin Dart, Jr. Student Accessibility Center. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.